16 for ; 17 against and 7 neutrals.

Amendment put and lost

Clause 3 put and carried

Clauses 4 to 7 put and carried

Clause 1 put and carried

Title and preamble put and carried

Rama Varmha Tampuran *(Secretary to Government)* : Sir, I move that the Bill may be taken up and finally passed tomorrow.

Mr. M. Sivarama Menon *(Advocate-General)* : I second it.

Motion put and carried

NON-OFFICIAL BUSINESS
RESOLUTIONS

RESOLUTION No. 16—*(cont.)*
Adoption of Wardha Scheme in Schools

***Rao Sahib I. N. Menon** *(Director of Public Instruction)* : I was just in the middle of my argument about the introduction of the Wardha Scheme. I said that the question of introducing the Wardha Scheme will receive the attention of the Government and the question was dropped for the time being on account of the additional expenditure involved. The scheme became rather defunct or was rather dying of inanition. Later on the Director of Public Instruction submitted certain proposals for the reorganisation of education. The main idea underlying these proposals was to make effective teaching the most important feature in the future scheme of education. To attain this end special kind of training should be given to the teachers and specially qualified men should be entrusted. Thirdly it was realised that while the Wardha Scheme gave an exaggerating importance to handicrafts there was considerable truth in the insistence on practical training, not as a vocational training in itself, but as a vocational guidance to children who might enter into various centres after they leave schools. If the interest of the Government should mainly be centred on that kind of education to the masses, I mean the elementary schools, this is a proposal recommended before the Government and I have sufficient reasons to think that the Government will come to a decision before long. The scheme is waiting for the consideration of the education advisory committee which I understand is to meet on Saturday next so that the scheme brought by the Hon'ble Member for Nemmara is receiving the attention f the Government. Whether the scheme can be introduced enbloc or whether it should be introduced piece-meal, these are small questions which I am sure do not affect the real question in hand. Government are in general agreement with the general principle of this practical proposition. The scheme is now receiving their attention so that I don't think that Government requires to be reminded about the advantage either of the Wardha Scheme or the urgent necessity to give some sort of reorientation to the existing system of education.

Mr. P. Kumaran Ezhuthassan *(Vadakkancheri)* : If I understood the Hon'ble Member for Education aright, the Government are in sympathy with the scheme and it is later on stated that the scheme is under the consideration of the Government and the Advisory body on Education will be considering it very soon and some conclusions will be arrived at before long. Can we know what exactly are the specific suggestions ?

Rao Sahib I. N. Menon *(Director of Public Instruction)* : In placing the proposals for reform I found that the Wardha proposals were shipwrecked because it was a scheme touching practically every side of education excepting adult education. Some years ago I made my recommendations about the introduction of the Wardha Scheme into the State. The whole thing was shipwrecked on the question of additional expenditure. So I thought it will be more practicable to suggest to the Government a series of reforms in instalments. The only important point to be borne in mind in suggesting these instalment system is that it should not conflict with each other. The latter should be a continuation of the earlier one. So that what I consider as the first instalment of reform on the lines of the Wardha Scheme is now receiving the consideration of the Government and they are placing this before the Advisory Committee for their consideration on next Saturday. Now, the main

*Speech not corrected by the Hon'ble Member.

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features of that instalment are first, a slight extension of the period of elementary education and a further encouragement to the spread of middle schools and the lowering of fees in middle schools so that almost every boy or girl who leaves the elementary school may have a fair chance to middle school education even without compulsion for a period of seven years. Another important feature is my insistence of improving the standard of vernacular and making all instructions in elementary schools and middle schools entirely through the medium of vernacular replacing wherever necessary the existing text books by a properly graded readers not written for the occasion but really drawing on the classics. Because, in my view, the existing standard of vernacular has greatly deteriorated. I am supposed to be ignorant of the vernacular but there is a great deal to be said for resuscitating the classics. It is a pathetic sight to any one who loves vernacular literature to see new books written for the occasion and for the purpose of prescription when there is such a huge world of literature beginning probably from Kannasa downwards. So my idea is that the child should be introduced into its national linguistic heritage by suitably graded text books and a very high standard of attainment in the mother-tongue should be insisted upon before the child passes the middle school, so that by the time it has completed what I consider is the period of elementary education, the child would be in a position to make use of all the existing facilities for continued adult education, so that there will be in future permanent literacy of a very high order.

Mr. A. Eachara Menon *(Chittur-Rural)*: Perhaps that was the reason why you resigned from the Text Book Committee?

Rao Sahib I. N. Menon *(Director of Public Instruction)*: That was not the reason. The reason was one of pure personal inconvenience.

Another feature is that while I do not agree with the contention of the Zakir Hussain Committee which wanted to make a kind of educational factory utilising the products of the child's labour for remunerating the teachers, I consider the giving of practical education to a very large number of the country's children is very essential. So I have suggested in my proposals that when a boy or girl comes up to the middle school grade of education we must bifurcate the two courses. The ordinary boy or girl will take the middle school education which will give him a very high degree of literacy and a great love for the mother tongue and our national heritage. Those boys and girls on the other hand who wish to go for matriculation and advanced studies will follow a slightly modified course and they can pass on to the High School. The early specialisation is there but the discovery of one's bent and bias is very essential and it would be in future not merely the task of the pupil but also of the teacher to help him to decide as to what precisely is the child's talent and where precisely lies its career. So as far as possible without detriment to the interests of higher education as we understand it I have tried to substitute a parallel course which in my view would be of great benefit to the great mass of children in Cochin. These are the essential features. The final recommendation so far as the educational side is concerned applies to the training and selection of teachers. I have suggested that every S.S.L.C. should not be taken up as a matter of course as a teacher. For instance, there will be something comic in the appointment of a person whose second language was French as a malayalam school teacher. I have had occasion to note that a man whose second language was Latin has been appointed as a teacher because the present qualification as prescribed for appointment as teacher is S.S.L.C. No one looks into the other aspect of the question if she or he satisfies the minimum qualification prescribed and also belongs to the proper community on the communal disc. He is recruited. I have suggested that in the matter of recruitment of teachers unlike in the case of recruitment to other departments of the public service some special consideration should be given to the point of attainment in the mother tongue. These are the main features. I consider this not as complete but as the first and most important instalment of reform which is necessary to be introduced in the near future.

മിസ്റ്റർ സി. കെ. നായർ: സർ, ഇൻഡ്യയിലെ ഏറ്റവും വലിയ ഒരു രാഷ്ട്രീയകക്ഷി അംഗീകരിച്ചിട്ടുള്ള വാർദ്ധാ വിദ്യാഭ്യാസ പദ്ധതി അടുത്ത ഭാവിയിൽ ഇൻഡ്യയിൽ നടപ്പാ കേണ്ടി വരുമെന്നും, അങ്ങിനെ വരുമ്പോൾ ഇന്നത്തെ വിദ്യാഭ്യാസ സമ്പ്രദായത്തിൽനിന്നു് അതിലേക്കുള്ള മാറ്റം രക്ഷിതാക്കന്മാർക്കും, കുട്ടികൾക്കു വലിയൊരു ബുദ്ധിമുട്ടായി തീരുമെന്നുമുള്ള ബോദ്ധ്യംകൊണ്ടു് പ്രയാസമേതും കൂടാതെ ആ പദ്ധതി സ്വീകരിക്കുവാൻ പറ്റിയ ഒരു വിദ്യാഭ്യാസ സമ്പ്രദായം താമസം വിനാ ഇവിടെ നടപ്പാക്കിയാൽ കൊള്ളാമെന്നുള്ള കാര്യം ഗവൺമെണ്ടിന്റെ ശ്രദ്ധയിൽ കൊണ്ടുവരിക മാത്രമാണു് ഞാൻ എന്റെ ഈ പ്രമേ

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യംകൊണ്ടു് ഉദ്ദേശിച്ചിട്ടുള്ളതു്. ഈ കാര്യം ഗവമ്മെണ്ടിന്റെ ശ്രദ്ധയിൽ വേണ്ടംവിധം പതിഞ്ഞിട്ടുണ്ടെന്നു കാണുന്നതിൽ സന്തോഷിക്കയും, സഭയുടെ അനുമതിയോടു കൂടി ഞാൻ ഈ പ്രമേയത്തെ പിൻവലിക്കുകയും ചെയ്യുന്നു.

Resolution, by leave, withdrawn

RESOLUTION No. 17

Constructions of Chalakkudi Vettukadavu Road

***Mr.A.V.Moothedan** *(Chalakkudi)* : Mr. President, Sir,

I beg to move that *"This Council recommends to the Government that the work of the on-rtruction of the road from Chalakkudi Market to Vettukadavu be taken up immediately"*.

I have brought this subject before the House in several forms and on several occasions and the Government have been I don't say hostile to the request. But nothing has been done. It is a very urgent thing and people are suffering a lot of difficulty. If the Chief Engineer or any other Hon'ble Member who happens to visit those places I shall show them. If the Hon'ble Members inform me I shall accompany them and show them the place and the difficulty experienced by the people. Therefore, I would request the House to favourably consider this proposal that immediate relief be granted.

Mr. V. K. Aravindaksha Menon *(Chief Engineer)* : Sir, the Hon'ble Member has been pressing for the construction of this road for many years, I have also in turn looked into the question and requested the Road Board Members to view this question favourably. I understand that they are to have a personal inspection of the site next week. I think we will be writing up our report on road programme placing this road in a very prominent position for execution.

Mr. A. V. Moothedan *(Chalakkudi)* : I am very glad at the encouraging assurance given by the Hon'ble Chief Engineer and if he gives me previous notice I shall be present at the occasion. I beg leave of the House to withdraw the resolution.

Mr. V. K. Aravindaksha Menon *(ChiefEngineer)* : I shall make note of it.

Resolution, by leave, withdrawn

RESOLUTION No. 18

TALUK WAR CLASSIFICATINO OF APPOINTMENTS MADE BY STAFF SELECTION BORAD

മിസ്റ്റർ സി. കെ. നായർ: "സ്റ്റാഫ്സിലക്ഷൻബോർഡിന്റെ ശുപാർശയനുസരിച്ചുള്ള ഉദ്യോഗനിയമങ്ങൾ സക്കാർഗസറ്റിൽ പ്രസിദ്ധം ചെയ്യുമ്പോൾ അതിൽ ഇപ്പോൾ ചേർത്തുവരാവുള്ള വിവരങ്ങൾക്കുപുറമെ, ഉദ്യോഗം ലഭിച്ചു ആളുകൾ ഏതു താലൂക്കുകാരാണെന്നുകൂടിയും കാണിക്കേണ്ടതാണെന്നു്. ഈ കൌൺസിൽ ഗവമ്മെണ്ടിനോടു് ശുപാർശചെയ്യുന്നു" ഇതാണു് എന്റെ പ്രമേയം. വളരെ പ്രയാസംകൂടാതെ സ്വീകരിക്കാവുന്ന ഒരു പ്രമേയമാണിതു്. താലൂക്കു് തിരിച്ചു് ഉദ്യോഗം കൊടുക്കേണ്ടതാണെന്ന വാദം ഇവിടെ പലപ്പോഴും കേട്ടിരുന്നു. പക്ഷെ ഈ കൌൺസിലൊ ഗവമ്മെണ്ടൊ അതിനു ചെവികൊടുത്തിരുന്നില്ല. ഇന്നോളവും ന്യായമായ ആ വാദം കേവലം വനരോദനമായിത്തന്നെയാണു നിലകൊള്ളുന്നതു്. ചിറയ്ക്കൽ, തലപ്പിള്ളി എന്നീ താലൂക്കുകളിലുള്ളവർ ഇവിടത്തെ സക്കാരുദ്യോഗത്തിനു അർഹരല്ലെന്നു് അധികാരികൾ തീർച്ചപ്പെടുത്തിയിട്ടുള്ളതായി അനുഭവം പറയുന്നു. അവർ കൊച്ചിക്കാരല്ലാതായിരിക്കുന്നെന്നോ?

മിസ്റ്റർ പി. കുമാരനെഴുത്തച്ഛൻ: നെല്ലിന്റെ കാര്യത്തിൽ അവർ കൊച്ചിക്കാരാണു്.

മിസ്റ്റർ സി. കെ. നായർ: ഈ രാജ്യത്തിലെ ഇതര താലൂക്കുകളെ അപേക്ഷിച്ചു നിലനികുതി അധികം കൊടുക്കുന്നവരാണീതാലൂക്കുകാർ. മറവുള്ളവക്കു് ഉണ്ണുവാൻ നെല്ലു വേണമെങ്കിൽ അതും അവർതന്നെ കൊടുക്കണം. ഇതിനൊക്കയും കൊച്ചീക്കാരാണവർ. കൊച്ചിയിലെ നെല്ലറകളാണു് ആ താലൂക്കുകൾ. ഔദ്യോനിധികളാണു് അവിടത്തുകാർ. ഉദ്യോഗകാര്യം വന്നാൽ പാലക്കാട്ടു താലൂക്കോടു തൊട്ടുകിടക്കുന്ന ആ താലൂക്കുകാർ പാലക്കാട്ടു താലൂക്കുകാരായി. കൊച്ചീക്കാരല്ലാതായി. ഞങ്ങൾ ഈ പറയുന്നതു പരമാർത്ഥമാണൊ എന്നറിയാനിന്നു മാർഗ്ഗമില്ല. ഗസറ്റിൽ പ്രസിദ്ധം ചെയ്യുന്ന ഉദ്യോഗനിയമനപട്ടികകളിലൊരോന്നിലും ഈ താലൂക്കുകാരുണ്ടൊ എന്നൊ ഉണ്ടെങ്കിൽ എത്ര ശതമാനം വീതമുണ്ടെന്നൊ അറിയാൻ യാതൊരു വഴിയും ഇനി ഇല്ല. ആ മാർഗ്ഗം തുറക്കലാണെന്റെ പ്രമേയംകൊണ്ടുദ്ദേശിക്കുന്നതു്. ഈ പ്രമേയം ഗവമ്മെണ്ടംഗീകരിച്ചാൽ കൊച്ചിയിലെ രണ്ടുപ്രധാന താലൂക്കുകളെ മഴിവാക്കിയൊ, പേരിനുമാത്രം ഉൾക്കൊള്ളിച്ചൊ, ഉദ്യോഗനിയമനപട്ടികകൾ പ്രസിദ്ധം ചെ

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